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ABSTRACT

The monograph describes the co-teaching program in the L'Anse Creuse (Michigan) public schools, implemented at Middle School South, in which regular and special education teachers are paired to provide academic support to mildly impaired middle-school special education students within the regular education classroom. The program currently includes 10 regular teachers, 4 special education teachers, and 16 co-teaching classes. The monograph describes: the program rationale, assumptions, and goals; time line, a sample schedule, and suggested instructional alternatives; specific responsibilities of teachers, students, and parents; advantages of the program for both regular and special education teachers and students; and findings of an external evaluation that found the project well received by parents, teachers, and both regular and special education students. It is noted that special education student growth, especially in social skills and attitudes, was effected without hindering the educational progress of regular students. An accompanying reference guide includes ideas and issues involved in developing a co-teaching program. Among topics covered are: scheduling, resource room availability, meeting students' affective needs, shared teaching, teacher absence, academic motivation, discipline, grading, interdepartmental communication, and parent issues. Eleven appendices provide more detailed program materials. (DB)

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L'ANSE CREUSE

PUBLIC SCHOOLS

CO-TEACHING

REGULAR EDUCATION/SPECIAL EDUCATION

IMPLEMENTED

AT

MIDDLE SCHOOL SOUTH

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BACKGROUND

RATIONALE

L'Anse Creuse Public Schools has traditionally displayed a very strong commitment to provide all of its students with high quality educational opportunities and experiences designed to meet their individual needs. During the 1986-1987 school year the staff at Middle School South developed a project aimed at improving mainstreaming at the middle schools, specifically using a team teaching model. The project was implemented during the 1987-88 school year.

The program was designed to provide academic support to mildly impaired special education students within the regular education classroom. It involved placing special education students and their teachers into classrooms with regular education students and their teachers. The unique feature of this project was to create a coteaching approach which matched special education teachers with regular education teachers.

The staff and principal at Middle School South felt that this approach would benefit special education students both academically and socially by breaking down barriers traditionally associated with segregated, special education delivery systems. Further, it was felt that regular education students would also gain by the experience and exposure to the full range of student abilities and performance levels.

Utilizing a staff development model, an interactive needs assessment was conducted. This was facilitated by a consultant from the Macomb Intermediate School District. A school improvement plan was written based on the assessment data. The implementing teachers at Middle School South were given the opportunity to be involved in decisions regarding the project's progress, with the principal providing support and guidance as needed.

The project was originally implemented in grades 6-8 in the content areas of science and social studies. Six regular education teachers were paired with three special education teachers for a total of 10 co-teaching classes. The regular education teacher taught the class and the special education teacher provided necessary program modification and support for those students with special needs.

In addition, English/reading classes were developed for those students who needed reading taught more at their ability level. A Resource Room was provided for those students with needs unable to be met in the regular education class, namely reading and math.

During the second year of the project, English and math co- teaching classes were added to the program. Currently the program includes 10 regular education teachers, 4 special education teachers, and 16 coteaching classes.

A comprehensive evaluation plan was developed by external consultants after the first year of the project. Early results found the project well received by all data sources including parents, teachers, mainstreamed special education students, and general education students who were in the co-teaching classrooms.

ASSUMPTIONS

1. Frequently, special educators are viewed as the only support for students who are failing in school. Often the problems presented by these children are too great for any one teacher to successfully address. In order for these at-risk students to experience success throughout the school day, it is important that each of their teachers accept a shared responsibility for providing their instruction.

2. Communication between special education teachers and the regular education staff is difficult when both teachers are isolated teaching their own respective classes. Often the result is that remedial instruction does not compliment or help the child with the curricula which must be mastered in the regular education classroom.

3. Often regular education assumes that it has little responsiblity and expertise to help children with learning problems, particularly those children who qualify for a special education program. Students who may need help, but who are not handicapped, are sometimes identified and placed in programs for mildly disabled students in order to get help. In fact, as more children are served through special education programs, regular education has had fewer and fewer incentives to do so.

4. When students with learning problems are segregated from their non-handicapped schoolmates stigmatization can result. The effects of stigmatization may serve to further isolate these students from their peers and increase negative attitudes about school and learning.

5. It is better academically, socially, and psychologically to educate mildly handicapped children with non-handicapped children, preferably in the regular education classroom. The most appropriate person to teach an academic class is the person trained in that subject (regular education) with program modification and support from the special education teacher.

GOALS

1. To provide appropriate mainstreaming experiences for special education students in order to maximize the students' learning potential within the regular education environment.

2. To take what we have learned from the special education programs and begin to transfer this knowledge to the regular education classroom. To form a partnership between regular education and the special education programs and blend the strengths of both systems.

3. To improve communication between special education staff and regular education staff.

4. To adapt the regular classroom to make it possible for the special education certified student to learn in that environment.

5. To reduce the number of special education classrooms in a building and maintain adequate student support.

6. To provide the experiences and knowledge of special education programs for students with learning problems within the regular classroom.

7. To promote student's self-esteem and self-acceptance through positive peer identification.

8. To encourage the development of regular education classes and programs to address the needs of the "slow learner."

IMPLEMENTATION

TIME LINE

MONTHS OF THE YEAR	STRATEGY
March and April	1. Determine the need for regular education reading classes.
April	2. Target regular education subjects to be "teamed," discuss with regular education teachers and seek out regular education volunteers for the program.
April	3. Generate a list of special education students who are to be included in a targeted class including their math and reading levels.
April and May	4. Determine the number of co-teaching classes and resource room classes based on the number of grade level special education students. Regular and special education teachers work with administrators to determine co-teaching and resource room schedule.
May and June	5. Develop an appropriate ratio of special education and regular education students in targeted classes. (8-10 special education students per class recommended.)
June-August	6. Assist administration in scheduling students in order to maintain the proportion of special education certified versus regular education students.
Mid-August	7. Compose and send a letter to parents explaining the program and also schedule a parent meeting to introduce the program and discuss any concerns.
August	8. Co-teachers for each subject meet to review content and discuss modifications of the curriculum for given students as needed. In the co-teaching program, the regular education teacher would provide the content while the special education teacher would provide the support materials and time for the students.
August-June	9. Emphasize planning and support necessary in the co-teaching sections. It will be critical for teachers to work and plan together. However, the real advantage for the students would be that <u>all</u> of the staff would accept ownership in providing the appropriate programs and services.

L'ANSE CREUSE PUBLIC SCHOOLS
SAMPLE MIDDLE SCHOOL CO-TEACHING
SPECIAL EDUCATION SCHEDULE

	Teacher A	Teacher B	Teacher C	Teacher D
1	SOCIAL SCIENCE GRADE 8	CONFERENCE HOUR	ENGLISH GRADE 8	RESOURCE CLASSROOM
2	SOCIAL SCIENCE GRADE 8	SCIENCE GRADE 7	RESOURCE CLASSROOM	MATH GRADE 7
3	SOCIAL SCIENCE GRADE 7	SCIENCE GRADE 7	SCIENCE GRADE 6	RESOURCE CLASSROOM
4	SOCIAL SCIENCE GRADE 7	SCIENCE GRADE 8	MATH GRADE 8	MATH GRADE 7
5	SOCIAL SCIENCE GRADE 7	SCIENCE GRADE 7	SOCIAL SCIENCE GRADE 6	CONFERENCE HOUR
6	CONFERENCE HOUR	SCIENCE GRADE 8	CONFERENCE HOUR	RESOURCE CLASSROOM

INSTRUCTIONAL ALTERNATIVES

In the past, students would come to the special education classroom for any of the following: total or partial academic instruction, reinforcement in their general education classes, test taking, or various other helping strategies.

Currently, in addition to the co-teaching program in English, math, science and social studies, the following alternatives are provided:

A. Regular Education Instruction
Low level reading classes, taught by a regular education instructor are provided for the students falling below the instructional level of the co-teaching classroom.

B. Resource Room or BASIC Classroom Instruction
Reading and/or math instruction are provided for students not able to function in the areas of regular education instruction. Here emphasis is on personal adjustment and practical application skills.

RESPONSIBILITIES

TWO TEACHERS - ONE ROOM: GETTING STARTED

1. Develop an opening day explanation to students as to why there are two teachers in the classroom.

2. Determine grading/behavior management techniques to be used.

3. Discuss and agree upon classroom expectations, management (class participation, homework, assignments in on time, etc.) and role of each instructional person.

4. Determine substitute responsibilities in the event one of the co-teachers is absent. Develop a statement to be made available to the substitute detailing these responsibilities.

5. Decide on an instructional pace and teaching strategies which meet the needs and learning styles of both regular and special education students.

6. Develop a format for Parent/Teacher Conferences.

7. Develop strategies to help students learn organizational skills.

8. Discuss student and program evaluation.

CO-TEACHING DUTIES AND RESPONSIBILITIES

GENERAL EDUCATION TEACHER

1. Lesson Planning
   A. Prepares lessons, in advance, with special ed. teacher input, or
   B. Has plans and activities ready in advance to discuss with special ed. teacher.

2. Sets disciplinary rules and atmosphere

3. Role in classroom
   A. Introduces and presents subject material
   B. Assigns daily work and homework matter to students
   C. Organizes small group activities pairing special ed. students with regular ed.students
   D. Reviews and supplements material
   E. Evaluates students'social and academic achievement

4. Modifications (as necessary)
   A. Devises new teaching techniques (as a team) and implements these
   B. Adjusts grading in accordance with students' abilities

SPECIAL EDUCATION TEACHER

1. Lesson Planning
   A. Assists in preparation of daily lessons, or
   B. Reviews advance lesson plans

2. Shares daily disciplinary responsibilities

3. Role in classroom
   A. Shares in keeping special ed. students on task, tuned in to daily activity
   B. Shares in clarifying directions and subject
   C. Assists student in getting started

D. Models listening behavior
E. Encourages and reinforces class participation
F. Provides reassurance in testing situations
G. Evaluates students' preparedness: organization, effort, active participation, and behavior

4. Modifications (as necessary)
   A. Assignments

B. Tests/Quizzes

C. Highlights key concepts in text
D. Study guides (flashcards, page numbers)
E. Conducts small groups for projects, drill and practice

GENERAL EDUCATION TEACHER	SPECIAL EDUCATION TEACHER
	F. Narrows focus on content questions G. Provides additional review material H. Tape text I. Peer tutoring J. Oral reading of material K. Retakes on tests/quizzes
5. Attends IEPC's when possible otherwise; provides written comments	5. Provides results of IEPC to regular education teachers
6. Conducts parent/teacher meetings with input from special education teacher	6. Updates progress to parents

The regular education and special education teachers develop an overall strategy which can be used in any discipline, as well as in their specific team class.

STUDENT DUTIES AND RESPONSIBILITIES

1. Attend school regularly.
2. Be on time.
3. Come to class prepared with materials.
4. Follow directions.
5. Complete assignments neatly and on time.
6. Demonstrate willingness to learn (participate in class, ask questions).
7. Behave in a reasonable and appropriate manner.
8. Be courteous to classmates and school employees.
9. Respect property of school and others.

PARENT DUTIES AND RESPONSIBILITIES

ENCOURAGE YOUR CHILD TO...

1. Get a phone number from someone in each of his/her classes. This is helpful in finding out what was missed when absent or when working on an assignment that is not understood.

2. Find a study partner or study group to work on homework assignments together. (Two heads are better than one!)

3. Ask questions often when they don't understand something.

WHEN YOUR CHILD COMES HOME WITH WORK TO COMPLETE...

1. Ask to see the homework assignment sheet. (DAILY)

2. Make sure there is a designated place to work on assignments. A place without distractions.

3. If there is trouble managing work time, set time limits. If necessary set a timer in another room.

4. If possible, provide someone who can help keep up with the reading assignments for classes (mom, dad, relative, neighbor, friend of the family, tutor...).

5. Teach or suggest memory strategies you used in school.

6. Show your child you're interested. Ask to see homework when it's completed. Ask to see textbooks so you can become familiar with what is being studied. Share what you might already know about the subject matter.

7. Praise your child as often as you can. Sometimes a hug, a smile, or a pat on the back can go a long way.

MOST IMPORTANT...

No matter what team class your child is in always remember ORGANIZATION and EFFORT are part of the grade. When he/she begins to feel frustrated or wants to give up, try asking:

1. "Did you at least TRY the assignment?"

2. "Did you ask questions about your assignment either before, during or after class?"

3. "Are you going to class prepared with a: pencil, book, assignment sheet, and homework?"

4. "Are you making good use of your time in class?"

5. "What can I do to help you succeed?"

ABOVE ALL...

Remind and reassure your child by saying, "I expect you to at least try to do <u>the best you can!</u> If you can do that, be proud of your accomplishments, no matter how great or small!"

ADVANTAGES

ADVANTAGES OF CO-TEACHING FOR THE REGULAR EDUCATION TEACHER

1. Special education teacher knows exactly what is going on in general education class.
2. Receive background knowledge of special education students.
3. Special education teacher has specific skills to meet the individual learning styles of each student.
4. Awareness of different successful teaching strategies.
5. More time to share learning strategies.
6. Regular education teacher becomes better equipped to assist special education students.
7. More time to focus on content / less spent on individual problems.
8. Special education teacher provides feedback on content prestntation.
9. Special education teacher coordinates and supports home/school partnership.
10. Peer pressure for acceptable behavior.
11. Negative behavior decreased.
12. Twice as much opportunity for teacher assistance.
13. Two role models for acceptable, productive behavior.
14. Special education teacher monitors organizational skills and students' efforts.
15. Greater personal satisfaction for special education and regular education teachers.
16. Free to go to the bathroom!

ADVANTAGES OF CO-TEACHING FOR THE SPECIAL EDUCATION TEACHER

1. Time effective.
2. You don't have to be a content area expert.
3. More opportunities to use the specialized skills for which you have been trained.
4. Knowledge of the daily expectations of the regular education teachers on assignments.
5. Exposure to "normalcy" - goals become more realistic because of exposure to regular education students.
6. Improved student behaviors.
7. More positive feedback from parents.
8. Intrinsically rewarding to see students succeed and establish credibility among their peers.
9. Teacher/student relationship is more pleasant.
10. Another adult to help support in meeting IEP goals.
11. Ability to spend more time and energy helping students develop MOTIVATION, EFFORT, and a sense of RESPONSIBILITY FOR THEIR OWN LEARNING.
12. Moral support from a fellow colleague.
13. Mutual learning and appreciation for each other's area of expertise!
14. Professional growth.... Greater personal satisfaction.

ADVANTAGES OF CO-TEACHING FOR SPECIAL EDUCATION STUDENT

1. They like school more.
2. Improved self-esteem.
3. Improved citizenship.
4. Allowed to grow and learn in the least restrictive environment.
5. Students become contributing members of the regular education population.
6. Strong emphasis on learning skills, organization, preparedness.
7. More opportunities for reinforcement on classwork at the time it is being presented.
8. Exposure to students with appropriate behaviors and successful learning skills.
9. An opportunity to learn through peer tutoring.
10. Diverse learning techniques at their disposal (i.e. visual cues, auditory cues, memory cues).
11. More contact time with teachers for school and personal issues.
12. Sense of responsibility is enhanced.
13. Less fear of failure due to success (sometimes forced success).
14. Learn to set realistic goals.
15. Better grades / more meaningful grades.
16. Realization that effort is recognized.

ADVANTAGES OF CO-TEACHING FOR REGULAR EDUCATION STUDENTS

1. Strong emphasis on learning skills, organization, preparedness.
2. Opportunities for leadership through peer tutoring.
3. More contact time with teachers for school and personal issues.
4. Sense of responsibility is enhanced.
5. Diverse learning techniques at their disposal (i.e. visual cues, auditory cues, memory cues).
6. Have a better understanding of students with different abilities.
7. Improved self-esteem.
8. Unique learning needs met to the greatest extent possible.
9. More productive learning experiences.
10. More time is spent working cooperatively, acquiring new knowledge and learning more about ways in which individuals can make positive contributions.

EVALUATION

EVALUATION DESIGN

External evaluation consultants were hired to determine the effectiveness of the program after its first year of operation. Dr. Eric Gordon of IDEA and Bernie Gucwa of the Macomb Intermediate School District worked with project staff to develop a comprehensive evaluation plan. Evaluation will be an ongoing activity throughout the entire project's duration.

The evaluation design was a multi-measured, multi-sample design to provide data from individuals directly or indirectly involved in the project. Specifically the evaluation obtained data from:

All teachers in the implementing building
Implementing teachers
Mainstreamed special education students in the project
General education students in the co-taught classrooms

The data from each of the aforementioned sources was obtained via pencil/paper surveys. The predominant question made was forced choice which allows for quantitative analyses. In addition, in appropriate locations, open-ended questions were included to allow for more probing, qualitative responses.

STAFF SURVEY

All staff in the building responded to Part I of the survey.

Table 1

Response Summary to Part I of the Teacher Survey

Item	Number Yes	Percent Yes	Number No	Percent No
I am aware of this project.	35	100	0	0
I have been directly involved with this project.	17	49	18	51
I am in favor of integrating Special Education Students with Regular grade classes.	34	100	0	0
I am willing to team with a Special Education teacher next year.	24	75	8	25
I think having Special Education students in classes slows down the learning levels of Regular grade students.	8	24	26	77

The teachers involved in the project indicated their feelings to each statement based on a four-part scale from very high to very low. They indicated their feelings for two time periods, prior to the project and now. These are displayed in Table 2.

Table 2
Summary of Responses to part II of Teacher Survey *

Item	Percent of High Prior	Percent of Response Now	Positive Change
1. Knowledge level of working in a teamed situation	37	100	37
2. Knowledge level of working in a mainstreamed situation.	76	100	26
3. Confidence level about working in a teamed situation.	60	94	35
4. Confidence level about working in a mainstreamed situation.	60	88	23
5 . Comfort level about working in teamed situation.	50	100	35
6. Comfort level about working in a mainstreamed situation.	43	87	26
7. Satisfaction level about working in a teamed situation.	54	100	32
8. Satisfaction level about working mainstreamed situation.	15	73	26
9. Willingness level to be involved in a teaming situation.	71	100	29
10. willingness level to be Involved in a mainstreaming situation.	50	30	29
11. My attitude about the value of teaming.	100	100	23
12. My attitude about the value of mainstreaming.	43	74	26
13. The educational benefit of mainstreaming for Spec. Ed. students.	57	93	24
14. The educational benefits of mainstreaming for general education students.	40	80	23
15. The socialization growth benefits of mainstreaming for Special Education students.	67	88	26
16. The socialization growth benefits of mainstreaming for general education students.	53	81	20
17. The self-concept benefits of mainstreaming for Special Education students.	53	88	32

* Percentages are based upon number responding to item.

Table 3

Teacher Response Summary to 16 Statements About the Project's Impact Upon Special Education Students *

Item	Percent Indicating		
Special Education Students...	Last Year	Now	Same
Behave better.	7	86	7
Learn more.	7	86	7
Like school more.	0	77	23
Have more friends in school.	0	92	8
Like themselves more.	7	86	7
Are more ready to start class.	7	72	21
Are on time to class more.	0	86	14
Get along better with teachers.	7	86	7
Get along better with other students.	7	93	0
Dress neater.	0	39	61
Look better (combed hair and clean face and hands).	7	39	54
Go to after school activities like dances more.	0	46	54
Get along better with parents.	0	25	75
Find school work easier.	0	25	75
The way the other kids treat them is better.	0	92	8
The amount of special help required is less.	8	59	33

* Percentages are based upon number responding to item.

Table 4

Teacher Response Summary to General Input of the Project *

Item	Percent Indicating Agree	Disagree
The experience of being in the project has been professionally beneficial for me.	100	0
I have improved my teaching skills due to being in the project.	93	7
The mainstreamed students' knowledge base has increased by being in the project.	100	0
The mainstreamed students' self-concepts have increased by being in the project.	100	0
The mainstreamed students' behavior has improved by being involved in the project.	100	0
The mainstreamed students' preparation to learn skills has improved by being involved in the project.	100	0
The general education students' attitudes about people have improved.	100	0
I would rather see Special Education students separated in Special Education classes.	0	100
This project has benefited my margina students.	92	8
Special education students now spend more time on tasks.	93	7
General education students now spend more time on tasks.	50	50
I now spend more time on tasks.	73	27
I now better understand Special Education students.	88	12
I am now more effective in teaching Special Education students.	79	21
I would recommend this project to other buildings.	100	0
I would like to see this project continued in this building.	100	0
I would like to see the project expanded in this building.	100	0
I am a better teacher because of this project.	100	0

* Percentages are based upon number responding to item.

SPECIAL EDUCATION STUDENT SURVEY

All of the special education students responded to statements comparing school and general attitudes after one year in the co-teaching program.

Table 5

Special Education Student Response Survey

Item	Last Year No.	Last Year Pct.	Now No.	Now Pct.	Same No.	Same Pct.
1. Behavlng better.	17	13	82	62	34	25
2. Learning more.	13	10	95	71	25	19
3. Liking school more.	19	14	74	56	38	29
4. Having more friends in school.	21	16	66	50	46	34
5. Liking myself more.	7	6	55	44	62	50
6. Being ready to start class more often.	17	13	70	53	44	34
7. Being on time to class more.	14	11	64	48	54	41
8. Getting along better with teachers.	24	18	57	44	50	38
9. Getting along better with other Etudents.	11	8	55	42	65	50
10. Dressing neater.	6	4	53	41	71	54
11. Looking better.	4	3	51	40	74	57
12. Going to after school activities like dances more.	18	14	51	39	61	47
13. Getting along better with parents.	19	15	40	31	68	53
14. School work easier.	27	21	80	63	21	16
15. The way the other kids treat me is better.	7	5	62	48	60	47
16. The way the regular teacher treats me is better.	17	13	47	36	67	51
17. Able to do more schoolwork on my own.	19	14	86	65	27	21

Table 6

Special Education Student Responses to the Team Teaching Approach *

Item	Yes No.	Yes Pct.	No No.	No Pct.	Totals No.	Totals Pct.
I like having two teachers in my class.	82	64	46	36	128	100
I would rather go to the resource room.	16	13	107	87	123	100
I would like to have two teachers in my room next year.	64	50	65	50	129	100

* Percentages based upon the number responding.

REGULAR EDUCATION STUDENT SURVEY

To determine reactions of regular education students in co-taught classes, these students were asked to complete a survey containing ten closed-ended questions and three open-ended questions. A total of 312 students completed the survey.

Table 7

General Education student Response Survey *

Item	Percent Indicating Yes	Percent Indicating No
1. Do you mind having two teachers in your class?	12	88
2. Do you learn less because there are two teachers in your class?	7	93
3. Would you rather see students having problems learning go to another class?	37	63
4. Are some of these students your friends?	61	39
5, Has your feeling about these students changed this year?	28	72
6. Do these students misbehavemore than the other kids?	50	50
7. Are you now more positive about being with these students?	67	33
8. Do you understand these students better now than you did last year?	68	32
9. Do these students slow the class down?	46	54
10. For next year, would you mind having these students in your classes?	29	71

* Percentages are based upon number responding.

The open-ended questions on the survey dealt with what students had learned about the special education students and what could be done to make school better for both groups.

Responses to the first question, "What have you learned about these students by having them in your class?" included: "more acceptable than I thought, they have good ideas, they're smart, they just need a chance, they try hard, and study more than others."

The second question, "How can school be made better for these (special education) students?", was answered with some of these responses: "help them understand work, more group projects, encourage them, more after-school activities, treat them the same, keep program going, make them feel good about themselves, and by being their friends."

Responses by general education students to the third question, "How can school be made better for you?" were also varied. The responses included: "have more advanced classes, more interesting classes, help students that have problems, make learning fun, more field trips, treat each student equally, make more of these programs, let us help them too, be more understanding, and more participation in class."

PARENT SURVEY

These surveys were mailed to parents of special education students by the evaluators, with responses mailed back. A total of 13 parents completed the survey.

Table 8

Parent Response to the Project

Item	Percent of Response			
	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My child has learned more in school this year than in previous years.	31	54	15	0
2. My child's self-concept in more positive than it has been in the past.	31	54	7	7
3. My child's behavior in school is better this year than it has been in the past.	25	58	8	8
4. My child's behavior at home is better this year than it has been in the past.	31	46	15	8
5. I would recommend the school program this year to other parents of special education children.	69	23	0	8
6. I would like to see the school program continued in the future.	62	31	0	7
7. I would like to see the school program expanded to the high school.	92	0	0	8
8. I think the school program should be implemented in elementary school.	84	8	0	8

Table 9

Percent Response to Progress in Behavior *

Item	Percent of Response: Last Year	Now	Same
My child ...			
1. Behaves better.	8	23	69
2. Learns more.	8	84	8
3. Likes school more.	8	62	30
4. Has more friends in school.	0	69	31
5. Likes himself/herself more.	8	54	38
6. Is on time to school more.	15	15	69
7. Gets along better with teachers.	8	38	54
8. Gets along better with other students.	0	54	46
9. Dresses neater.	0	54	46
10. Looks better (combed hair and clean face and hands).	0	46	54
11. Goes to more after school activities like dances.	8	25	66
12. Gets along better at home.	8	33	58

* Percentages are based upon number responding.

When asked what part of the program do you like best, parents responded "the follow-up by teachers, students are treated better by other kids, individualized attention and open communication." The second open-ended question invited suggestions for improvements to the program. Replies included: "more hands-on learning, extra help during lunch or after class for those needing it, and reading assistance on tests and quizzes." In addition to the responses directly on the survey, a number of parents wrote some very complimentary messages regarding the project.

CONCLUSIONS

Based upon the information provided to the external evaluator, five conclusions have been drawn. These are as follows:

1. Overall the evaluation found the project well received by all data sources including, parents, teachers, special education students who are being mainstreamed, and regular education students who are in the co-taught classrooms.

2. It appears that on the part of special education students who are being mainstreamed, much growth has taken place, particularly in terms of social skills and attitudes towards education. At the same time, the project did not appear in any way to slow down or curtail the educational process available to regular education students.

3. Teachers who were implementing the project were very enthusiastic and felt that they had gained professionally from the experience and would prefer to continue in this type of role in the future. Informal statements from the teachers indicated that they had grown, not only in terms of their teaching skills, but in their appreciation of their team partner's educational role; that is regular education teachers obtained an appreciation for the special education teacher and the special education teachers gained an added respect for the regular education teachers.

4. Non-project teachers in the building were aware of the project. Further, these teachers were almost unanimously in favor of further integrating special education and regular education students and would be receptive to teaming in the future.

5. Parents overwhelmingly support the project, clearly these parents would like to see the project expand in the future. These parents further indicated that the project had made a positive impact on their children in terms of attitudes to self, peers and school.

L'ANSE CREUSE PUBLIC SCHOOLS
MIDDLE SCHOOL SOUTH
PROJECT STAFF ROSTER
1988-89 School Year

8th Grade Teams

GENERAL EDUCATION TEACHER	SPECIAL EDUCATION TEACHER
Charlene Pike (Social Science)	Michele Makarewicz
Lyle Weldon (Science)	Mary Alice Chisholm
Jack Nebel (Math)	JeanneMarie Rettich
Pat Andrewes (English)	JeanneMarie Rettich

7th Grade Teams

GENERAL EDUCATION TEACHER	SPECIAL EDUCATION TEACHER
Farrell Palazzolo (Social Science)	Michele Makarewicz
Gary Birch (Science)	Mary Alice Chisholm
Tom Cook (Math)	Kathy Flynn
Phil Cunningham (English)	JeanneMarie Rettich

6th Grade Teams

GENERAL EDUCATION TEACHER	SPECIAL EDUCATION TEACHER
Jan Davies (Social Science)	JeanneMarie Rettich
Cathy McWatt (Science)	JeanneMarie Rettich

SPECIAL EDUCATION - RESOURCE ROOM TEACHERS
Kathy Flynn (Math 6, 7, 8 grade & Language Arts 6th grade)
JeanneMarie Rettich (Reading levels below 3)

READING TEACHERS - Reading instruction through English classes
Marcia Dysarz
Kris Linthorst

OTHER PROJECT STAFF:
Ron Johnson, Principal, Middle School South
Dan Sapp, Director of Special Education, L.C.P.S.
Gene Yax, Technical Assistance Consultant, MISD
Eric Gordon, Evaluator, IDEA
Bernie Gucwa, Evaluator, MISD
Lois Ulintz, Section 98 Project Coordinator, L.C.P.S.

CO-TEACHING STAFF

Pat Andrewes	Middle School South
Rick Benedict	L'Anse Creuse High School
Thomas Birch	Middle School South
Janet Carter	High School North
Mary Alice Chisholm	Middle School South
Laurie Coleman	High School North
Thomas Cook	Middle School South
Phil Cunningham	Middle School South
Sue Curcio	L'Anse Creuse High School
Jan Davies	Middle School South
Thomas Denewith	High School North
Frank Easlick	L'Anse Creuse High School
Christopher Flynn	L'Anse Creuse High School
Kathy Flynn	Middle School South
Linda Gough	L'Anse Creuse High School
Ronald Johnson	Middle School South
Thomas Luxmore	L'Anse Creuse High School
Michele Makarewicz	Middle School South
Gerald Maxson	High School North
Mary McClellon	High School North
Cathy McWatt	Middle School South
Jack Nebel	Middle School South
Sara O'Hara	L'Anse Creuse High School
Farrell Palazzolo	Middle School South
Charlene Pike	Middle School South
Gerhard Rauch	L'Anse Creuse High School
JeanneMarie Rettich	Middle School South
Daniel Sapp	Special Ed.
Harold Siebert	Administration
Elaine Steiner	High School North
Lois Ulintz	Administration
Lyle Weldon	Middle School South
Frank Wisniewski	High School North
Philomena Woods	High School North
Gene Yax	Macomb I.S.D.

L'ANSE CREUSE PUBLIC SCHOOLS

MIDDLE SCHOOL SOUTH

CO-TEACHING REFERENCE GUIDE

WRITTEN AND COMPILED BY

Mary Alice Chisholm
Kathy Flynn
Michele Makarewicz
JeanneMarie Rettich

copyright:1990 Middle School South
L'Anse Creuse Public Schools

PREFACE

The following booklet contains ideas and issues that you will be faced with in developing a co-teaching program. Included in each category are examples of how we deal with specific issues. Everyone's needs are different, so feel free to pick and choose from the ideas contained in this reference booklet and then add in whatever is still needed to meet your individual needs.

L'Anse Creuse Public Schools

Middle School South

Special Education Departmen

Mary Alice Chisholm

Kathy Flynn

Michele Makarewicz

Jeanne Marie Rettich

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A. L'Anse Creuse Public Schools; Middle School South Staff Roster 1988-89
B. L'Anse Creuse Public Schools Sample Middle School Co-Teaching Special Education Schedule
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E. Possible Reinforcers - A Rating Scale for Adolescents and Adults
F. Social, Behavioral, and Material reinforcers for Junior High Students
G. Reinforcement Ideas Suggested by Students
H. Positive Reinforcements for Middle School Students (whole class)
I. Plan of Action for Severe Behavior Problems
J. Communicate with Parents Throughout the Year
K. Program Development and Evaluation for High School Co-Teaching

CHOOSING TEAMS

1. Start out SMALL (one team class)
2. Have a real desire to share
3. Volunteerism is essential in the beginning
4. Express a preference in age group
5. Interest in certain subject matter - rationale for picking Science and Social Science at first (entering skills needed differ relative to each class)
6. Advantages of dividing by content; I have students in both 7th and 8th grade. Therefore, I get to know their learning needs more thoroughly.
7. What do I know about my co-teacher as a professional (JW (a coach) a motivator; CP - teacher of the year)
8. Are willing to work at communication
9. Are open to suggestions / willing to work both ways
10. Knowledge of Cooperative Learning helps

L'ANSE CREUSE PUBLIC SCHOOLS
MIDDLE SCHOOL SOUTH
1989-90 STUDENT POPULATION

* Grades 6, 7, 8

* School population - approximately 715

* Special Education population - approximately 55

* Majority of our students in the program are Learning Disabled or Emotionally Impaired. Occasionally, we have a high functioning Educable Mentally Impaired student but most would be housed in a self-contained program.

SCHEDULING

* 14 Teachers involved: 10 General Education
  4 Special Education
  (see Appendix A)

* Started with 1 teacher in 1 class for 1 semester

* All members VOLUNTEERED initially

* Student school day - 4 academics (Science, Math, English, Social Science
  - 2 exploratory hours (Gym, Art, . .)
  (exceptions: band, chorus, VIP)

* Teacher schedule: 5 classes, 1 conference hour

* Sample Special Education Schedule (see Appendix B)
  Teacher A - works with 2 teachers
  Teacher B - works with 2 teachers
  Teacher C - works with 3 teachers
  Teacher D - works with 1 teacher

* We are in the same classes everyday. The same groups of students do not necessarily follow each other to all 4 academic classes.

* Remedial Reading (English): taught in general education, fourth and fifth grade reading levels.

HAND SCHEDULING

1. Decide number of sections needed based on number of students

6th grade =	10 students (1 section of Science and Social Science needed)
7th grade =	19 students (2 sections of Science and Social Science needed)
8th grade =	24 students (3 sections of Science and Social Science needed
Total	53 students

* Try to keep it to no more than 8 special education students per hour. Desired ratio: 1/3 of the class special education students.

SCHEDULING (CONTINUED)

2. We give these hand written schedules to our Assistant Principal.

3. He enters these schedules into the computer.

4. The computer schedules remaining student body.

5. Class rosters are given to us after entire student body has been scheduled.

6. We meet with exploratory teachers and delete any students who may have a negative impact on a teamed class.

* ALL THIS REQUIRES ADMINISTRATIVE SUPPORT!

PYRAMID OF SERVICES

1. Student in four teamed academic classes
2. Student in three teamed classes and a Remedial Reading class
3. Student in three teamed classes and a Resource Room class
4. Student in two teamed classes, a Remedial Reading class, and a Resource Room class
5. Student in two teamed classes and two Resource Room classes

*Sample Schedules

A. Student who has 4 team classes (ADHD student)
   1. Team English
   2. Team Science
   3. Team Social Science
   4. Team Math
   5. 2D Art
   6. Gym (strategically placed because medicine is wearing off)

B. Student who has 3 team classes and a Remedial Reading class
   1. 2D Art
   2. Team Social Science
   3. Remedial Reading
   4. Team Math
   5. Gym
   6. Team Science

RESOURCE ROOM AVAILABILITY

1. READING: Resource Rooms are available in Reading for students reading below a fourth grade level.

NOTE: Students reading between a fourth and fifth grade level are scheduled into remedial reading. Any student reading above a fifth grade level takes an English class rather than a Reading class.

2. MATH: Resource Rooms are available in Math for those in 7th and 8th grade who can not handle team classes; 6th grade students are either general education math (not teamed) or in our Resource Room for math instruction.

3. PERSONAL ADJUSTMENT
- a semester course for our 8th graders
- a 10 week class for our 7th graders

NOTE: Have as many hours available as possible throughout the day for SEI potentials

****

MEETING THE AFFECTIVE NEEDS OF OUR STUDENTS

* 7th grade: 10 weeks - Skills for Adolescence in General Ed.
or
Personal Adjustment (taught in RR)
School Social Worker attends
2 days/week

* 8th grade: 20 weeks - Skills for Adolescence in General Ed.
or
20 weeks - Personal Adjustment (taught in the RR)
School Social Worker attends
2 days/week

LATE SUMMER CONFERENCE

1. Teacher should receive a stipend to meet with each other in late summer to plan co-teaching.

2. Teachers should discuss what the pace of the class is going to be.

3. Determine the teaching style of the general education teacher (lecture, small group, etc.) and determine if any modifications need to be made in advance).

4. Discuss what the homework expectations are.

5. Discipline: both teachers should be equal disciplinarians and should decide ahead of time what type of behavior management to use. Discuss what the rules of the class should be.

6. Special Education teacher's role: It may start out rather passively and become more active as he/she feels more comfortable with the content area. If the content area is real familiar, he/she may take a more active role from the start.

MAKING THE RELATIONSHIP WORK

* Do we have common planning time to discuss lesson plans, mid-marking reports and report cards?

* Do I respect my partner as a professional?

* Open Communication - COMMUNICATE OFTEN, AS SOON AS YOU FEEL UNCOMFORTABLE (e.g. if you disagree with a class rule).

* Establish rapport.

* Respect each other's opinions.

* Ability to give and take constructive criticism (especially after a lesson has been presented).

* Feel comfortable enough to inform lead teacher if presentation is unclear.

* Recognize and discuss if students are playing one against the other (i.e. one says no to bathroom so student asks the other; one won't give out pencils for the hour but the other will . . .)

* Lesson plans known in advance to allow us time to modify.

SHARED TEACHING

* Find an appropriate way to introduce both teachers without pointing out the fact that one is general education and one is special education.

* Discuss the fact that different students have different abilities/skills and that two teachers can better meet these varied needs.

* It's important to remember to share discipline (students need to see that BOTH teachers have authority in the classroom).

* Teachers need to communicate with each other so that BOTH know what is going on in the classroom.

* Ideally, teachers should have some shared prep time.

****

MOVING FROM A PASSIVE TO A MORE ACTIVE ROLE

Advantages to taking a more active role within the class:

1. Special Education teacher establishes equal credibility and authority to the class.

2. Special Education student feels less singled out.

3. Regular Education student sees more reason for having a second teacher in the classroom.

WHEN THE GENERAL EDUCATION TEACHER IS ABSENT

1. General Education substitute is a must because Special Education teacher is not in that classroom for every hour.

2. Special Education teacher may want to take the lead role on these days. This may be different for each team class.

3. Make sure that lesson plans include a description of Special Education teacher's role within that class.

WHEN THE SPECIAL EDUCATION TEACHER IS ABSENT

Depending on your schedule you may or may not need a substitute. If you have all team classes, the choice of whether or not to have a substitute can lie with the general education teacher. This may depend a great deal on what will be happening on that particular day.

If your schedule contains both team classes and Resource Room hours, then you will need to call for a substitute. In this case, the general education teacher may still opt not to use your substitute in their class. If, however, the general education teacher does want the substitute, it is important for the substitute to know what to do or what not to do. An example of what NOT to do might to announce: "OK, all you special ed kids come over here to work on this assignment". It may be best for the substitute just to be on hand to provide extra support to all of the students in the class. You don't want to ruin the atmosphere you've built.

It may be helpful for the general education teacher to write a summary of important events, to keep the special education teacher updated.

ACADEMIC MOTIVATION - POSITIVE CONSEQUENCES

Listed below are some suggested individual rewards. Several of these ideas were taken from Lee Canter's Assertive Discipline Book, Positive Reinforcement Activities: Grades 7-12.

* Improve Grade: Students who have no tardies or late homework for one quarter can throw out lowest quiz grade. (Adapted from page 3)

* Unexpected Reward: Randomly select name of student (prewritten on cards). If that student has up-to-date assignment sheet, a reward is given (candy bar, pencil, etc.). Can also use for complete homework assignments for the week. Announce student's name only if he or she qualifies in the case of complete assignments. (Adapted from page 4)

* Perfect Attendance Awards: (for the month or quarter) Names of students who have not been absent are placed in Perfect Attendance Box. On the last day of the month, a name is drawn and a prize or award is given. For a quarter, prize could be of greater value (cassette tape or album). (Adapted from page 37)

* Post Card or Positive Note Home: If student has been on time and prepared for class and has maintained on-target behavior for one month (or other specified period).

* Positive Note to Student: Discreetly placed on his or her desk, or written on the second page of an assignment.

* "Passport" with built-in rewards. (see Appendix C)

* Raffle tickets/drawings for prizes: Receipt of raffle tickets can be made contingent upon certain academic expectations.

* See Appendices D-H for additional reinforcers.

ACADEMIC MOTIVATION - NEGATIVE CONSEQUENCES

Consequences for not meeting established academic expectations:

* Teacher/student conference
* Parent notified
* Change seat/environment
* Detention a.m. or p.m.
* Notify student's counselor
* Lunch detention
* Removal from gym/exploratory

****

DISCIPLINE

* Establish behavior rules in a fair and consistent way.
* Clearly define standards and expectations for students.
* List or post rules and communicate plans to parents.
* See Appendices I-J for additional information.

MODIFICATIONS OF ASSIGNMENTS AND/OR STRATEGIES

Prior to making any modifications on any assignments, you may find it helpful to develop your own philosophy. You may want to modify an assignment in advance in anticipation of what you perceive to be the breakdown areas. Or you may want to have students complete certain assignments first to see where the trouble areas are and then give them an opportunity to redo an assignment or retake a quiz.

Some Specific Strategies:

* Give students page numbers or section numbers to assist them in finding answer on dittos and book assignments.

* Provide study guides for quizzes and tests as needed.

* Make flashcards.

  Modify tests by eliminating some question items, shortening multiple choice selections, providing word banks for fill-in questions, and reading tests aloud.

* Use Cooperative Learning.

* Remind and encourage students to stay on task.

* Allow certain students to hand in late papers.

* Reduce certain assignments.

* Highlight key concepts in text (or xerox of the text).

* Tape text.

* Allow retakes on quizzes and tests.

* Alternative: a signed parent note that a student studied a reasonable amount for a test of quiz = he/she will not receive failing grade on the test or quiz.

Keeping Up With the Pace!

Suggestions for providing extra support

* Look for gaps in schedule to provide extra drill and practice

* 12:40 - 12:55 Read-In

* Occasionally meet with students during their RR hour
  eg. 8th grade all in Personal Adjustment 5th hour to review government flashcards

  eg. 7th grade all in 2nd hour RR Reading - hold a review session for a chapter test

* Occasionally pull students from their gym or exploratory classes

* After school work sessions

* Let teacher you are working with know when you need the last five or first five minutes of an hour to get with students.

Miscellaneous

* Interact with regular education students as well as special education students. Ask to see all homework assignments.

* Develop some type of checklist where you will be able to monitor and measure their organiza tion and preparedness on a regular basis.

* Teacher signs homework assignment sheet daily, weekly, or not at all as needed.

* Allow students the opportunity to choose their own seats. They are able to keep these seats unless they are not able to handle the location they've chosen.

Grading

1. Grading a reduced assignment

   Students to only answer circled questions or answer all but are only graded on circled items. (Highest grade possible on this assignment since it has been reduced might be A, B or C).

2. Allow quiz retakes

   eg. E on first quiz + A on retake = C in grade book

3. Grading assigned essays

   General Education teacher goes through and grades all papers initially. Puts a grade on the essay in pencil. The Special Education teacher reads the essay and together they decide on a final grade for the essay.

4. Mid-Marking Reports and Report Card results

   Done side by side

5. Report Card

   Weekly percent prepared for class plays a factor in students final grade.

   Example of percentage breakdown:
   less than 70% ave/ week = grade lowered 1/2 grade
   70-85% ave/week = no change made to grade
   86%-100% ave/week = grade raised 1/2 grade

   Effort, organization, and active participation in class can also have a positive or negative effect on a student's grade.

6. Final grades are decided by both teachers.

Interdepartmental Communcation

* Schedule a weekly meeting for the Special Education teachers within your building. Pick a time most convenient for all.

* Have someone designated as the "contact person" and divide the year so that this responsibility is shared (eg. 4 teachers = 4 card markings periods).

* Start with an agenda ahead of time to try to stay on target.

* Discuss concerns about common students.

* Discuss parent contacts.

* Discuss staff/scheduling concerns.

* Discuss strategies to try.

* Prepare for IEPC's and give feedback or information from IEPC's that have taken place.

* Sometimes this can be a time to vent frustrations to those who understand most what you're going through.

* Each teacher takes main responsibility for students on his/her caseload.

* These meetings help keep the Special Education teachers current since there is so little time during the day to get together.

Parent Issues

Communication with parents is essential to ensure cooperation and support. Before the school year begins, parents should be informed of the program. A brief pamphlet explaining the principles, advantages, etc. can be sent home. Also, make sure to introduce all teams. This is especially important to do, if both names are not listed on their child's schedule.

Then in late September, or early October, have a parent information meeting. This provides an opportunity to present parents with a more specific explanation of how the program works. Invite all team members so parents can get an idea of how each team runs their class. Topics to be covered could include: a review of principles, grading, advantages of the program, etc. Additional staff to invite could include: School Social Worker, Director of Special Education, and your building principal.

This meeting can also serve to establish a rapport with parents. This, again, is crucial as continued communication (through progress updates and phone calls) between parents and teachers is essential to the program. Videotape this meeting for parents who can't attend.

COMMENTS

1. Be familiar with General Education and Special Education curriculums within your district to ensure that there is a correlation between them.

2. Learn each students' learning style/needs.

3. Allow yourself TIME to develop students' self-motivation along with ways to get them to buy into the support you're there to provide for them.

4. Try not to get so focused in on the content and keeping up with the pace that you forget to focus in on the students' body language.

5. Be aware of students who don't understand what to do, but they don't know the right questions to ask.

6. If they aren't completing modified assignments - WHY? The reasons vary with each student.

7. Improve your listening skills (your partner's and your students).

8. Develop IEP procedures (re: how to schedule, who to invite, forms needed to be filled out in advance by teachers)

9. Whenever the opportunity presents itself for you to attend workshops on counseling strategies attend them! They'll come in handy.

10. Seek parents' help (volunteers / tutors).

11. Be aware that students don't always understand as much as they appear to. Be careful not to interrupt a student's attention during a lesson.

12. Consider Support Services (which is similar to traditional Teacher Consultant support). It might work in your schedule.

13. Keep a log of phone contacts. Try to avoid bombarding parents with calls.

14. The program changes every year.

15. To the General Education teacher: Give us specific details on lesson plans so kids see us as knowing what's going on in the room.

16. Discuss lessons informally, but still receive copies of the formal written lesson plans in advance.

17. Decide on your locations during Parent-Teacher Conferences.

18. See Appendix K for "Principles to Guide Program Development and Evaluation for High School".

APPENDIX A

L'ANSE CREUSE PUBLIC SCHOOLS
MIDDLE SCHOOL SOUTH
PROJECT STAFF ROSTER
1988-89 School Year

8th Grade Teams

GENERAL EDUCATION TEACHER	SPECIAL EDUCATION TEACHER
Charlene Pike (Social Science)	Michele Makarewicz
Lyle Weldon (Science)	Mary Alice Chisholm
Jack Nebel (Math)	Jeanne Marie Rettich
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Tom Cook (Math)	Kathy Flynn
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6th Grade Teams

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Cathy McWatt (Science)	Jeanne Marie Rettich

SPECIAL EDUCATION - RESOURCE ROOM TEACHERS
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Eric Gordon, Evaluator, IDEA
Bernic Gucwa, Evaluator, M.I.S.D.
Lois Ulintz, Section 98 Project Coordinator, L.C.P.S.

APPENDIX B

L'ANSE CREUSE PUBLIC SCHOOLS
SAMPLE MIDDLE SCHOOL CO-TEACHING
SPECIAL EDUCATION SCHEDULE

	Teacher A	Teacher B	Teacher C	Teacher D
1	Social Science Grade 8	Conference Hour	English Grade 8	Resource Classroom
2	Social Science Grade 8	Science Grade 7	Resource Classroom	Math Grade 7
3	Social Science Grade 7	Science Grade 7	Science Grade 6	Resource Classroom
4	Social Science Grade 7	Science Grade 8	Math Grade 8	Math Grade 7
5	Social Science Grade 7	Science Grade 7	Social Science Grade 6	Conference Hour
6	Conference Hour	Science Grade 8	Conference Hour	Resource Classroom

APPENDIX C

"PASSPORT"

The "passport" itself, is an ordinary spiral notebook that the child carries with him daily to and from home, and to and from the classrooms in which the child is instructed.

This notebook is a medium for communications among parents, special class teachers, regular class teachers, teacher aides, and others concerning the child's remediation and behavior. All adults in contact with the child during the day are encouraged to make notations in the notebook.

At the beginning of the school year, or when a child begins in a special education program, "Passport" procedures are explained to him. The child learns that he will be rewarded for carrying this notebook.

The child is rewarded by means of points for carrying the notebook. Points are awarded both at school and at home. If the child does not carry his notebook, he cannot be awarded points. The accumulated points are exchanged on a periodic basis for tangible rewards.

Most children respond enthusiastically to carrying the notebook, receiving points and rewards, and reading the notes written about them by their parents and teachers.

When writing notes in the passport it is important to:

1. Be Brief
2. Be Positive
3. Be Honest
4. Be Careful (If you are having a bad day, personally, do not project your feelings onto the child)

**SEE ATTACHED SAMPLES OF "PASSPORT" ENTRIES

Shea, Thomas M. Teaching Children and Youth With Behavior Disorders, the C.V. Mosby Company 1978, PP. 248-249.

PASSPORT CONTINUED

1/26/74

Dear Mr. and Mrs. Barea:

John received 98% on his reading test today. Isn't that terrific? He should be praised for his progress.

Please let him read pages 1-5 in his new reading book to you this evening.

Even better news! John remembered to walk in the hallways. He was really pleased with himself.

Don't forget - parent-teacher group discussion tomorrow night. See you then.

Ms. Anita

1/27/74

Dear Ms. Anita:

We told John what a good job you said he did on his test.

John read pages 1-5 in the new book with his father. He had trouble with a lot of the words.
He did his math paper.

Mrs. Barea

1/27/74

Dear Mr. and Mrs. Barea:

John and Mr. Miner, the student teacher went over the difficult reading words today. Thanks for marking them in the book.

Please review pages 1-5 in the reading book again. John also has a math paper to complete.
It was a good day. See you at 7 p.m.

Ms. Anita

Parents can be introduced to the "passport" concept and procedures at an evening meeting with the special education teacher. At this meeting, the method is explained and discussed in detail, and parents' questions and concerns are responded to by the teacher. Also at this session, parents are instructed on the type of notes to be written in the passport.

The following guidelines should be applied when writing notes in the passport.

1. Be brief. (Parents are busy, too)
2. Be positive. (Parents know their child has problems. They don't need to be reinforced)
3. Be honest. (Don't say a child is doing fine if he is not. However, rather than writing negative notes, write neutral ones or request a parent visit)
4. Be responsive. (If a parent asks for help, respond immediately)
5. Be informal. (You are a professional but parents are still your equal)
6. Be consistent. (If you use the passport, do so consistently and expect the same from the parent)
7. Avoid jargon. (Parents don't understand educator's jargon. For that matter, do we?)
8. Be careful. (If you are having a bad day, personally, do not project your feelings onto the child or his parents)

Teachers are cautioned to become familiar with the child's parents before initiating the program. The note-writing guidelines from the parents' point of view and the point system to be applied are discussed with them in advance.

In the left-hand column are examples of notes written in the "passport".

* Reprinted from A passport to positive parent-teacher communications by A. Runge, J. Walker, and T.M. Shea, Teaching Exceptional Children, 1975.

APPENDIX D

POTENTIAL REINFORCERS

A RATING SCALE FOR ADOLESCENTS AND ADULTS

	Likes A Lot	Likes A Little	Not At All
1. Solving Problems			
crossword puzzles			
mathematical problems			
2. Listening to music			
classical			
western/country			
jazz			
show tunes			
rhythm and blues			
rock and roll			
folk			
popular			
3. Animals			
dogs			
cats			
horses			
birds			
4. Watching sports			
football			
baseball			
basketball			
track			
golf			
swimming			
running			
tennis			
pool			
other			

APPENDIX D-CONT.

	Likes A Lot	Likes A Little	Not At All
5. Reading			
adventure			
mystery			
famous people			
poetry			
travel			
true confessions			
politics and history			
how-to-do-it			
humor			
comic books			
love stories			
spiritual			
sexy			
sports			
medicine			
science fiction			
newspapers			

APPENDIX E

POSSIBLE REINFORCERS
A RATING SCALE FOR ADOLESCENTS AND ADULTS

	Likes A Lot	Likes A Little	Not At All
1. Eating			
ice cream			
candy			
fruit			
pastry			
nuts			
cookies			
2. Beverages			
water			
milk			
soft drink			
tea			
coffee			
3. Solving Problems			
crossword puzzles			
mathematical problems			
figuring and how something works			
4. Listening to music			
classical			
western/country			
jazz			
show tunes			
rhythm and blues			
rock and roll			
folk			
popular			
5. Animals			
dogs			
cats			
houses			
birds			
6. Watching sports			
football			
baseball			
basketball			
track			
golf			
swimming			
running			
tennis			
pool			
other			

APPENDIX F

SOCIAL, BEHAVIORAL, AND MATERIAL REINFORCERS FOR JUNIOR HIGH STUDENTS

Social	Behavioral	Material
Verbal approval (praise)	Athletic team membership	Certificates
Positive comments on paper	Free time	Grades
Saying "Job well done"	Movies	Tools
Grades	TV,VCR	Money
Dances	Music (favorite records)	Display work
Parties	Correcting papers	Chewing gum
Athletic letters	Tutor another student	Plaques
Athletic awards	Project leader	Tokens
Applauding	Field trip	Points
Shaking hands	Erase the chalkboard	Stars
Pat on the back	Take class role	Drinks at fountain
Facial expressions/smile	Games, singing	Paperbacks/magazines
Peer approval	Put up bulletin boards	Food (snacks)
Teacher proximity	Play an instrument	Beverages
Individual attention	Helping a neighbor/friend	Honor role
Winks, nods	Read library books	Assemblies
	Early dismissal	Letters to parents
Listen to student's point of view	Computer	
	Mid-period breaks	Listen to radio, record player, tapes
Passing back papers	Allow time for gym, shop, home ec., study hall, etc.	Parties
Errands		
Honor role	Dates (social life)	
Group leader		
	Sporting activities, picnics, outings	
	Run projector, VCR, turn out the lights, etc.	
	Helping the custodian	
	Auto shop	

APPENDIX G

REINFORCEMENT IDEAS SUGGESTED BY STUDENTS

Sixty intermediate grade students were asked to name five things they would like to earn in school. Their answers are arranged in the order of frequency in which they were mentioned.

1. Extra recess (37)
2. More free time in class (33)
3. Prizes/awards (24)
   - Stickers (e.g., stars, seals)
   - Happy notes
   - Pencils
   - A ruler
   - A book
   - "Grab bag"
   - Paper
   - Medals and trophies
   - Certificates
   - Ribbons
   - A spelling reward, a math reward
   - A "Student of the Week" award
4. Field trips (24)
   - Skating
   - Horseback riding
   - Swimming
   - Berry picking
   - Traveling to another city
5. Games in class (19)
6. Class parties (e.g., popcorn party) (16)
7. Movies (11)
8. More time for sports (11)
   - Softball
   - Football
   - Basketball
   - Soccer
9. Structured P.E. class (more gym or P.E.) (10)
10. Free activity in gym, free P.E. time (7)
11. Get out of school early (e.g., 5 minutes) (5)
12. Extra art period (5)
13. A report card/good grades (5)
14. Eat lunch in the classroom (2)
15. Learn how to be even better at a certain subject (2)
16. Chance to help out at school (e.g., help correct papers) (2)
17. Chance to help out in the preschool as a volunteer (1)
18. Chance to teach a small reading group (1)
19. Math and other kinds of homework (1)
20. Multiplication fact test (1)
21. More spelling (1)
22. Extra math paper (1)
23. Track and field meet awards (1)
24. Chance to do a play in school (1)
25. Special things in gym class (1)
26. A gymnastics show (1)
27. More time to read library books (1)

APPENDIX H

POSITIVE REINFORCEMENTS FOR MIDDLE SCHOOL STUDENTS

'OR WHOLE CLASS:

A game in class
Free time in class
Time in class to do homework
Music during work time: radio, tapes
Movies
Popcorn while watching a film
TV,VCR (sports or teacher approved choice)
A Game Day in media center for earning bonus points
A "chewing gum" day
A "select a seat" day
Reading magazines, books
Note writing night
No homework night (or over weekend)
Take (specified number) questions off quiz
Lottery tickets (given at random times) for:
Being prepared for class (book, pencil)
Homework turned in all week
Divide class in half. Team A and Team B compete for lottery tickets: in seat when bell rings; prepared for class, etc.

Prizes:

Science oriented: More labs offered to students who have shown cooperative behavior for the week. Others can be taken to the media center for regular book work.

From Lee Canter's Assertive Discipline: Positive Reinforcement Activities (Secondary)

FOR ENTIRE CLASS:

Peer pressure can work wonders. The class will work together to achieve common rewards, such as a special movie. They may remind each other to be on time for class and to turn in homework.

* Radio on during independent work time. Class chooses station, teacher chooses volume.
* Use the "buddy system" to work on an assignment in class.
* Soft drink party.
* Three minutes of "primp time" at the end of class.
* Ice cream feed.

APPENDIX I

PLAN OF ACTION FOR SEVERE BEHAVIOR PROBLEMS

The greatest number of problems confronted by a teacher in the classroom are those students whose behavior is mischievous, disconcerting, disturbing and/or time-consuming. By consistently using the Assertive Discipline techniques just described, the majority of student misbehavior will be eliminated.

However, with some students who exhibit more severe problems, you may need to take stronger measures. Be aware that severe consequences should only be utilized when all else fails and that the guidelines should be strictly followed.

The following techniques have proved highly effective when used by secondary teachers:

* Use an Assertive Confrontation
* Develop a Behaviorial Contract
* Tape Record Behavior
* Send the Student to Another Class
* Parent Attends Class
* Use a Discipline Card

Sending a student to a detention room or to an in-school suspension room are probably the most effective techniques for handling severe problems. Since these methods require total staff involvement, they are discussed in detail in the next section.

USE AN ASSERTIVE CONFRONTATION

Problem students often act and feel as though they are the boss in the classroom. With such students, it is often useful to set aside a specific time to sit down and openly confront their misperceptions and inappropriate behavior.

In an assertive confrontation, you communicate to the student the following message: "I am the boss in this classroom. There is no way I will tolerate your stopping me from teaching or someone else from learning. You will behave in my classroom!"

Here are some useful guidelines to follow when confronting a problem student:

Confront the student when you are calm and have planned what to say. Too often teachers sit down with a student when they are both upset.

Confront the student at a time when no other students are present.

Clearly and firmly tell the student exactly what you demand: "Do your work without talking back".

Tell the student what will occur if he or she does not comply: "I will immediately tell your parents".

Tell the student why you are doing this: "I will not tolerate your disrupting my classroom. I care too much about you to allow you to behave this way in my classroom"!

To ensure that your demands are understood, have him or her repeat your statements to you.

If appropriate, have the principal and parents sit in during the confrontation.

DEVELOP A BEHAVIOR CONTRACT

Behavior Contracts are excellent aids in structuring interventions with problem students. A contract is an agreement between the teacher, principal, parent and student, and the contract is signed by all involved.

Behavior Contracts should include the following:

* What you want the student to do (for example, come to class on time)
* What you will do if the student complies (provide points that will eventually earn the student the right to miss an assignment)
* What you will do if the student does not comply (the student will receive detention after school or during lunch)
* How long the contract will be in effect (1 week)
* Any contract should be designed so that the student can earn the positive consequence quickly

TAPE RECORD BEHAVIOR

The teacher places a cassette tape recorder next to the disruptive student. The recorder is turned on during the entire class period. Students will usually cease disrupting when the recorder is turned on, which is, of course, the goal of this technique.

The tape is played during a conference with the parent and principal. A plan for improving the student's behavior should then be discussed.

SEND TO ANOTHER CLASSROOM

The disruptive student is sent to do his or her academic work in another classroom. For this consequence to be most effective:

* Plan your strategy with another teacher ahead of time.
* Send the student to a well-managed classroom in another curriculum area, i.e., English to Math or vice versa.
* The student should sit alone in back of class doing academic work.
* The student should not take part in any class activity while there.
* At the end of thirty minutes, the student is sent back to the regular classroom.
* Use this method as an alternative to sending a student to the principal's office.

PARENT ATTENDS CLASS

The parent comes to school and sits in on every class, including cafeteria and gym. To have its greatest effect, the parent must continue coming to school until the student shows improvement.

This method is successful because:

The parent sees for him or herself exactly how the child behaves in school and can take appropriate action at home.

The student feels pressure from peers about having his or her parent at school and begins to behave.

DISCIPLINE CARD

When a student is a behavior problem for more than one teacher, the student needs to be assigned a Discipline Card.
All teachers involved with the problem student must meet and determine the rules, discipline hierarchy and positives that will appear on the card.

The student is assigned a Discipline Card before the school day starts and carries the card all day.

The first time the student disrupts in a classroom, the teacher initials the first consequence listed on the card; the second time, the second consequence, and so on.

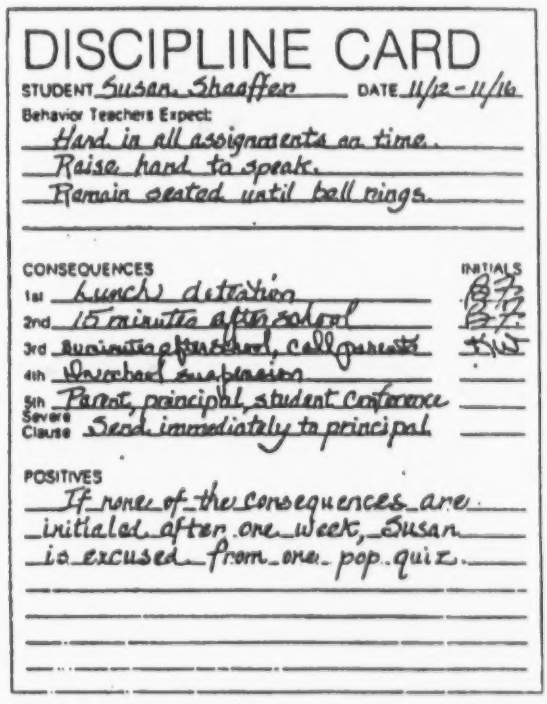
Since the student receiving the card has been a persistent behavior problem, the first consequence on the card should NOT be a warning.

If the student loses the card, he or she receives all the consequences listed.

The student is assigned a Discipline Card as long as it is necessary.

The last teacher of the day sees that the student receives the negative or positive consequences.

A Discipline Card looks like this:



DISCIPLINE CARD

STUDENT Susan Shaeffer DATE 11/12 - 11/16

Behavior Teachers Expect:
Hand in all assignments on time.
Raise hand to speak.
Remain seated until bell rings.

CONSEQUENCES		INITIALS
1st	Lunch detention	BF
2nd	15 minutes after school	BF
3rd	2 minutes after school, call parents	BF
4th	In-school suspension	
5th	Parent, principal, student Conference	
Severe Clause	Send immediately to principal	

POSITIVES
If none of the consequences are initialed after one week, Susan is excused from one pop quiz.

APPENDIX J

COMMUNICATE WITH PARENTS THROUGHOUT THE YEAR

Your communication with parents should not be limited to twice-a-year routine parent-teacher conferences. To be most effective, you must establish positive communication with parents early in the school year. Then, when a problem that you cannot handle alone arises, contact the parents immediately. Do not wait until it is too late and the problem is out of hand. Use the following steps in developing a year-long plan for effective parent communication.

Communicate your standards to parents. Parents need to know your expectations if they are to support you. The first day of school send home a letter outlining your Discipline Plan. Have parents sign the letter and return to you. (See Sample).

Positively reinforce students. Parents are accustomed to receiving only bad news from school. Sending home positive notes early in the school year will show parents you have a positive attitude towards their children. It will also increase your chances for gaining parental support if there is a problem.

Document all problems. Keep detailed records of inappropriate behavior. Doing so will enable you to relate problems to parents in a fair, non-judgmental manner.

Be prompt. At the first sign of a problem, contact parents. Send a letter, place a phone call, or set up a conference the moment a problem arises. Do not wait until parent-teacher conferences or report card time. The problem will only get worse.

Good communication is vital to the success of your Discipline Plan. If you are having difficulty with a student and need to speak with a parent, do everything possible to reach him or her. Do not hesitate to call a parent at work. Though it may be difficult, you should not give up until you gain the parent's support.

Remember, the child is ultimately the parents' responsibility and you, the educator, deserve parental support.

APPENDIX K

PRINCIPLES TO GUIDE PROGRAM DEVELOPMENT

What should be co-taught in the high school? We know of other programs which target "core" courses, required for graduation, which might be difficult for students to pass without extra support. This principle and others are proposed to guide the decisions about which courses should be taught.

1. Core courses should receive priority coverage.

2. Younger students (9th graders, then 10th graders, etc.) should receive priority treatment.

3. Which courses should be co-taught depends upon the needs of the entire cohort group of special needs learners in the building. This will be unique from class to class, and from building to building.

4. In January, preceding the following fall, co-teachers and others should sit down with administration and map out a two year plan for co-teaching.

5. In this process, there should be articulation with the middle schools to determine the characteristics and needs of the group of special learners.

6. A process for selecting students for service needs to be developed.

7. A process for addressing the staff development needs of this group needs to be developed.

EVALUATION

- The group agreed that there are several indicators of success. From the most basic to the most esoteric, here are some that were arrived at:

1. Did they complete the course?
2. Did they pass?
3. Did their attitude improve? (pre and post assessment by both co-teachers)
4. What was the gain in achievement? (percent correct on quizzes and tests vs. typical performance)
5. Were the student's perceptions positive?
6. Were the parent's perceptions positive?
7. Were the teacher's perceptions positive?
8. Number of absences (with comparison to some "base line" attendance info.)
9. Number of tardies . . .
10. Number of discipline referrals . . .

While the details of this need to be worked out, it was generally felt that this data was easily obtainable, and would answer the question, "How successful was this intervention vs. doing nothing new?" It was suggested that a simple form with the students' names down one side and the variables across the top would allow for "at a glance" record keeping and decision-making. That form will be developed and forwarded in "rough draft" by early fall.